

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

| North Cadbury Church of England school | | | | |
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| Address | Cary Road, North Cadbury, Somerset BA22 7DE | | | |
| Date of inspection | 22 May 2019 | Status of school | VC primary inspected as Preston Primary Academy Trust | |
| Diocese | Bath and Wells | URN | I23777 | |

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| Overall Judgement | How effective is the school's distinctive Christian vision established and promoted by leadership at all levels in enabling pupils and adults to flourish? | Grade | Requires Improvement |
| Additional Judgements | The impact of collective worship | Grade | Requires Improvement |

School context

North Cadbury is a primary school with 76 pupils on roll. The majority of pupils are of White British heritage. Very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages. The proportion of pupils who have special educational needs and/or disabilities is below national averages. The school is led by joint interim headteachers. Following an inadequate Ofsted judgement, it joined the Preston Primary Academy Trust in April 2019.

The school's Christian vision

To maximise individual potential and develop the skills, attitudes and knowledge required to face new challenges with enthusiasm and confidence.

"I have come that they may have life, life in all its fullness" John 10:10

Key findings

- The recently revisited school's vision and core Christian values are having some impact on pupils' behaviour and their attitudes to life and learning. However, the values are not embedded into the life of the school due to significant staff changes.
- Self-evaluation of the school as a church school has been limited. The monitoring of the impact of the vision is not robust. The school has not yet addressed fully the areas for improvement from the last inspection.
- Collective worship is an important part of the school day and valued by pupils and adults alike. It is well supported by local clergy.
- Pupils are polite, well-mannered and courteous. Relationships, based on mutual respect, give pupils a sense of belonging in a caring Christian 'family' environment. However, frequent changes in staff result in a regular need to build trusting relationships when new staff arrive.

Areas for development

- Ensure there is more rigour in the monitoring and evaluation of the school's Christian vision and values by leaders and governors so that it effectively supports the school's ongoing journey of development.
- Improve the quality of feedback and support given to pupil's work in religious education so that it is more consistent and helps pupils to make faster progress in this subject.
- Develop pupils' participation in planning and leading collective worship so that they gain a greater understanding of the purpose and centrality of collective worship to school life.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

North Cadbury school has been through an extremely unsettled period with frequent changes in leadership and staffing, with falling numbers on roll. The current interim joint headships support the Christian vision and associated Christian values, which have been revisited and agreed by all members of the school community. The vision and values are beginning to have an impact, as seen in pupils' relationships with staff and with their peers. One parent summed this up by saying that although there has been a lot of change, 'the school is like a wider family with values ... children are nurtured, happy and secure.'

As a result of joining the Preston Primary Academy Trust (PPAT), with a revised emphasis upon the vision, communication has improved and there are now a growing number of exciting learning opportunities, such as a 'science day' and working with an artist. Parents say 'school leaders and staff are engaged and committed.' The bright, newly redecorated interior of the school buildings with vibrant Christian displays and artefacts celebrate Christian distinctiveness. The school grounds are undergoing development, including a forest schools' area and 'peace garden'. The active parents' association fundraised for an adventure area and contributes practically to the well-being of the school. A successful pre-school, now housed in school buildings, supports the school's Christian vision and values establishing good long-lasting links with early years and parents making transition easier. Existing and developing partnerships with parents, church, the local community and the PPAT are a developing strength of the school. North Cadbury is becoming more explicit as a church school.

North Cadbury's self-evaluation as a church school through its Christian vision and chosen values is underdeveloped. Governors are beginning to develop an understanding of school performance, achievement and the way in which the vision is being lived out. The school has attempted to meet the needs of all pupils, but the quality of teaching does not yet meet the learning needs of all. Vulnerable pupils, and those with special needs and/or disabilities are not supported sufficiently. Financial and human resources are not used effectively enabling pupils to flourish and achieve. Pupils make insufficient progress from their starting points and standards of attainment are in some areas below national expectations. Expectations are not high enough. A new local governing body is working with the PPAT to implement a rigorous plan for improving standards of teaching and learning through a new interim leadership team. The sharing of expertise across the PPAT is underway with provision being reviewed and amended to develop target setting procedures and monitor progress. A new SENCO for the school has been appointed to address the needs of vulnerable learners but it is too early to judge the impact of these measures.

Pupils' behaviour is influenced by the Christian vision and the chosen values. As a result, the respectful harmony of the school community is welcoming. Pupils feel safe and valued. The new '5 steps' behaviour code and the school's golden rule 'Treat others as you would like to be treated' are based on Christian values. Pupils recognise how these influence their behaviour, attitudes and relationships. Pupil voice is being considered. The positive approach to equality and valuing difference means that everyone in the school family is treated with dignity and respect. Pupils understand what constitutes bullying because leaders encourage pupils to think about their actions on others. Pupils make a clear link between Jesus' teaching, Christian values and their own actions, such as supporting charitable causes. Pupils are beginning to show resilience through the chosen Christian value of determination. Through the values of friendship and compassion, pupils are enthusiastic in assisting others less fortunate than themselves. Charity fundraising involves pupils includes Christmas Shoeboxes and Guide Dogs for the Blind when pupils organised a book and cake sale.

Pupils enjoy a variety of experiences in the planned religious education (RE) curriculum, which is rooted in religious and biblical texts. RE contributes well to pupils' spiritual, moral, social and cultural development. Pupils are developing their knowledge of Christianity and other major world faiths. For example, younger pupils explored the use of prayer mats in the Islamic faith. Older pupils, fully engaged in writing a newspaper article of a Bible story, used a variety of skills. Their responses to effective questioning about Daniel included that he was 'faithful, respectful, trustworthy which shows good knowledge about the Lord's rules'. Progress in RE is checked through marking by individual teachers, although the quality of feedback is inconsistent across the school. Where it is effective, this deepens pupils' thinking as they are asked to explain or consider why such a belief is expressed. Children's progress in RE is in line with other areas of the curriculum. However, at present this is too slow and not as good as it should be. The school does not have thorough systems in place to monitor the quality of teaching and learning in RE. The newly appointed RE (and collective worship) leader is ensuring sufficient time is given to RE to develop religious literacy and meet statutory obligations.

Worship is central to school life reflecting the ethos of the school. It is focused on the chosen values of honesty,

respect, determination, compassions and friendship. Pupils are able to root values in the Bible. For example, they can link compassion to the parable of the good Samaritan. Weekly worship is led by the incumbent, a retired vicar and school leaders. Worship begins with the lighting of a candle and a Christian greeting which reinforces God's presence. The children respond 'Jesus is the light of the world'. There are opportunities for singing, bible reading, prayer and reflection although pupils have less understanding of different forms of liturgical practices or worship. Pupils' attitudes are positive because they feel included and involved. However, the school recognises that at present pupils do not plan, lead and evaluate acts of worship regularly. There is no detailed collective worship plan in place or systematic monitoring and evaluation of worship by leaders and governors.

Prayer is important in the life of the school and encourages spiritual development. The school prayer is well known by all and recited by even the youngest children. The value pupils place on prayer is shown by the use of class prayer books and development of interactive class prayer/reflection areas in some classes. As one group of pupils said, 'spending time in prayer helps you talk to God.' Pupils write their own prayers and include these in class-based worship and in services in the local church.

North Cadbury school is on a journey aided by its Christian vision and chosen values. Governors, school leaders and staff are developing a positive learning culture ensuring that every child is nurtured and has the opportunity to grow and flourish making the most of their God-given talents.

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| Headteacher/Executive principal/Head of school | Lucy Crowe and Jeremy St John |
| Inspector's name and number | Susan Jordan 932 |